Kelsea Dyer

**Instructional Game**

**Representative TN State/Common Core Curriculum Standards**

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| **6th Grade**  [CCSS.MATH.CONTENT.6.RP.A.3.A](http://www.corestandards.org/Math/Content/6/RP/A/3/b/)  Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.  [CCSS.MATH.CONTENT.6.RP.A.3.B](http://www.corestandards.org/Math/Content/6/RP/A/3/b/) Solve unit rate problems including those involving unit pricing and constant speed.*For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?* |

**Game**

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| **Rocking Review** | This game is a great game to get children involved in reviewing for a test. The teacher makes flip cards for every question that the students need to review for their next test. The easiest way is to type up the questions, print the question, cut the questions out, and then glue the questions to the construction paper that you previously cup out. Then in class, you set the folded construction paper on the desks before the students come in.  How to play: Have every child start at their desk and put everything they own under the desk. Then, tell them the rules. Then start the music and play it for about 10 seconds and allow them to get up and move until the music stops and find another desk with a question on it. Then they have to sit down and work that problem until the music starts again and have to get up to move to another desk. |

**Materials and Set up**

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| **Materials:**  **Teacher:**   * Review questions * Glue * Scissors * Folded construction paper * Marker   **Student:**   * Pencil * Blank sheet of paper   **Set up:**  Before the students come into class, lay the folded construction paper that is folded with the question in the middle and the number of the question on top on their desks. Also, the teacher should have music already picked out before class. |

**Introduction**

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| When the students come into class, explain to them that we are going to play a game to review for their test. Then, tell them not to touch the paper on their desk and ask them to put all of their belongings under their desk except for a pencil. Then explain the rules, directions, and consequences. |

**Directions, Rules, and Consequences**

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| **Directions:**  When the music starts playing you are to get up out of the desk you are in and move to another desk with a question in it and then sit there and work that problem until the music starts again. When the music starts again, get up again and find another problem to solve.  **Rules:**   1. You are not to run to the next desk. 2. There should be no talking when the music is not playing. 3. You should not fight someone for a desk with a question in it.   **Consequences:**  If the students break any of the rules then they will be given a packet with the same questions and they will have to go to the side table and review like that. |

**Reflection**

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| What went well? | The children really like this game. I think they liked it because they have never got to do anything like this and it got them moving and made review more fun. |
| What could be improved upon? | The music choice. I chose music they knew so they would enjoy it more but I think it distracted them a little so I would choose stuff they didn’t know the next time. |
| What I would change next time. | I would place an order they would have to go in while answering the questions so it wouldn’t be so crazy when they were moving from desk to desk. |

**Pictures of Rocking Review**

I didn’t take pictures of the students because I didn’t have them fill out the picture release form and I didn’t think I was allowed to take pictures of them so I just took pictures of the things I made for the game.

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| Macintosh HD:Users:kelseadyer:Downloads:IMG_2758.JPG |

**Excellent writeup of your review game Kelsea! I really like the format – makes it much more pleasing to read and review. I marked a couple of typos that need revision. I think giving the students a different type of review game in which they get to move around had to be a lot of fun for them. Your reflective aspects of what you would change are quite logical regarding the music and also regarding giving them a logical format to rotate through the questions are right on target I believe.**